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ABSTRACT

The data in this report are Scholastic Assessment Test (SAT) results and most recent scores for students scheduled to graduate from North Carolina schools in 1998 regardless of when they last took the test. Results represent the performance of public and nonpublic school students, including the state's charter schools and schools for the gifted. In 1998 North Carolina students made a mean gain of four points while the U.S. mean SAT score improved by one point. The North Carolina mean total SAT score for 1998 college-bound seniors was 982, and although North Carolina students continue to show improvements each year, they remain 35 points below the national mean. This is the smallest gap in 27 years. The gap is less for students in North Carolina public schools, and North Carolina students are closer to the rest of the country on the verbal portion of the SAT than on the mathematics section. Of all the racial and ethnic groups in North Carolina, only Hispanic students score higher than their national counterparts, but they are a very small portion of the total SAT scores from the state. In North Carolina, as in the entire United States, the higher the family's income, the higher the student's mean total SAT score. Additional information is provided about student course selection, college preparation, and study methodology. A data appendix contains nine tables of comparative data for North Carolina and the United States as a whole. (Contains 10 figures, 9 tables, and 2 references.) (SLD)

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ED 429 113

SAT REPORT

The North Carolina 1998 Scholastic Assessment Test Report

Reporting on the nation, the State, the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics

TM029655

PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION
INSTRUCTIONAL AND ACCOUNTABILITY SERVICES • PUBLISHED AUGUST 1998

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The North Carolina 1998 Scholastic Assessment Test (SAT) Report

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional and Accountability Services
Division of Accountability Services
Reporting Section
August 1998

The North Carolina 1998 Scholastic Assessment Test (SAT) Report

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Cautions on the Use of Aggregate SAT Scores*

As measures of developed verbal and mathematical abilities important for success in college, SAT scores are useful in making decisions about individual students and in assessing the academic preparation of individual students. Using these scores in aggregate form as a single measure to rank or rate teachers, educational institutions, districts, or states is invalid because it does not include all students. And in being incomplete, this use is inherently unfair.

For example, in order for one to make useful comparisons between states, of students' performance, a common test given to all students would be required. Because the percentage of SAT-takers varies widely among the states, and because the test-takers are self-selected, the SAT is inappropriate for this purpose.

The most significant factor in interpreting SAT scores is the proportion of eligible students taking the exam—the participation rate. In general, the higher the percentage of students taking the test, the lower will be the average scores.

In some states, for example, a very small percentage of the college-bound seniors take the SAT. Typically, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. Therefore, it is to be expected that the SAT verbal and mathematical averages reported for these states will be higher than is the national average. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, and where most colleges in the state require the test for admission, the scores are closer to the national average.

In looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors and others of a less tangible nature could very well have a significant influence on average scores.

That is not to say, however, that scores cannot be used properly as one indicator of educational quality. Average scores analyzed from a number of years can reveal trends in the academic preparation of students who take the test and can provide individual states and schools with a means of self-evaluation and self-comparison.

By studying other indicators—such as retention/attrition rates, graduation rates, the number of courses taken in academic subjects, or scores on other standardized tests—one can evaluate the general direction in which education in a particular jurisdiction is headed. A careful examination of other conditions impinging on the educational enterprise, such as pupil/teacher ratios, teacher credentials, expenditures per student, and minority enrollment, is also important.

Summaries of scores and other information by state, college, or school district can be used in curriculum development, faculty staffing, student recruitment, financial aid assessment, planning for physical facilities, and student services such as guidance and placement. Aggregate data can also be useful to state, regional, and national education policymakers, especially in tracking changes during a period of time.

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The North Carolina 1998 Scholastic Assessment Test (SAT) Report

Background

Scholastic Assessment Test (SAT) scores measure developed verbal and mathematical abilities necessary for success in college. Toward this end, SAT scores are useful in assessing the academic preparation of individual students and in making decisions about individual students. Using SAT scores in aggregate form as a single measure to rank or rate states, educational institutions, school systems, schools, or teachers is invalid because not all students take the SAT and those who do are self-selected. Comparisons of this kind are incomplete which makes their use inherently unfair. Consequently, rankings or residual rankings are not used in this report in compliance with The College Board and with professional standards for educational and psychological testing.

Aggregate scores can, however, indicate the preparation of groups of students who aspire to attend college. In addition, average scores analyzed for a number of years can reveal trends in the academic preparation of students who take the SAT. Consequently, this report includes the SAT performance of North Carolina students who took the test in 1998, as well as historical data on the SAT performance of North Carolina's students.

Results

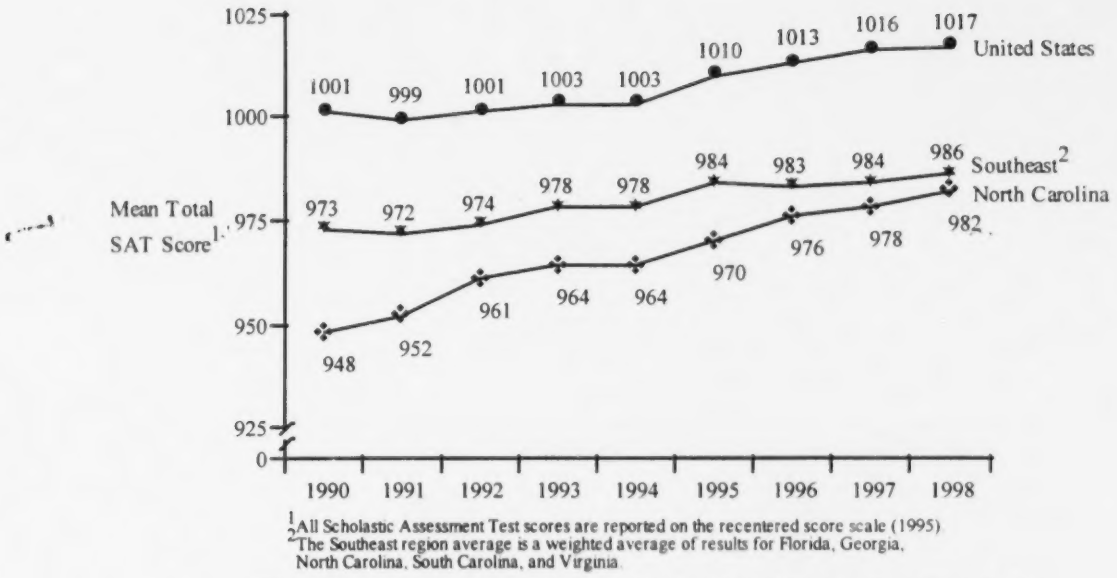
The data in this report are SAT results for students scheduled to graduate in 1998 and are these students' most recent scores regardless of when they last took the test. The results for North Carolina and the United States in this report represent the performance of *public and non-public school students*. North Carolina's results include performance of students in public schools, charter schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.

This year North Carolina students made a mean gain of four points while the nation's mean SAT score improved by one point (see Figure 1). The North Carolina mean (average) total SAT score for 1998 college-bound seniors is 982. North Carolina students continue to show improvement each year, however, they are 35 points below the national mean. The gap of 35 points between the North Carolina mean and the United States mean is the smallest in 27 years. The gap between North Carolina and the nation has decreased by 48 points since 1972 and has decreased by 23 points since 1988.

North Carolina continues to close the gap on the Southeast as well. Compared to North Carolina's four-point gain, the Southeast mean total SAT score increased by two points in 1998. North Carolina is four points below the Southeast mean of 986.

Students in North Carolina *public* schools are faring even better when compared to public school students in the nation. For public school students in the nation the mean total SAT score is 1011 compared to North Carolina public schools' 981 (a difference of 30 points).

North Carolina students are closer to the nation on the verbal portion of the SAT than on the mathematics portion. North Carolina students' mean score on the verbal portion of the SAT was 490 compared to 505 for the United States (a difference of 15 points). On the mathematics portion of the SAT, North Carolina students' mean score was 492



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
[2]The Southeast region average is a weighted average of results for Florida, Georgia, North Carolina, South Carolina, and Virginia.

Figure 1. Mean Total SAT Scores for the United States, Southeast Region and North Carolina 1990 – 1998.

compared to 512 for the United States as a whole (a difference of 20 points).

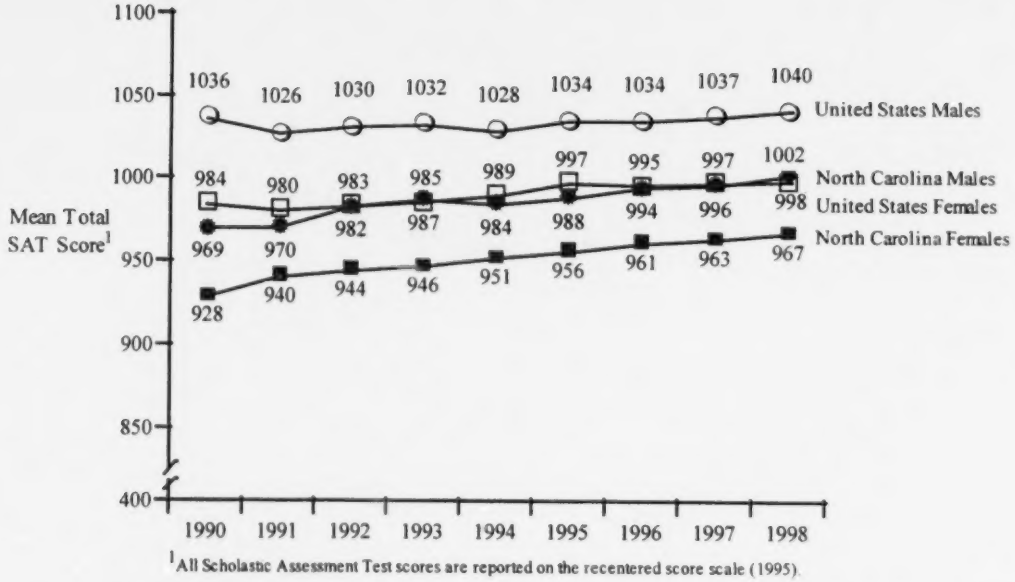
Gender

In North Carolina and the nation, males historically have higher mean SAT scores than females (see Figure 2). North Carolina males' mean total SAT score is 1002 compared to females' 967. The gap between North Carolina males and females has been 32-33 points the past four years, but increased to 35 points this year. The difference between North Carolina males and females is largely in mathematics where North Carolina males' mean score of 509 is 30 points higher than North Carolina females. North Carolina females only trail five points behind North Carolina males on the verbal scale.

North Carolina males trail males nationally by 38 points, while North Carolina females fall behind females nationally by 31 points. North Carolina males and females had a net gain on the mean total SAT of three points compared to their counterparts nationally. Nationally, males' mean total SAT improved by three points while North Carolina males improved by six points; females nationally improved by one point while North Carolina females improved by four points.

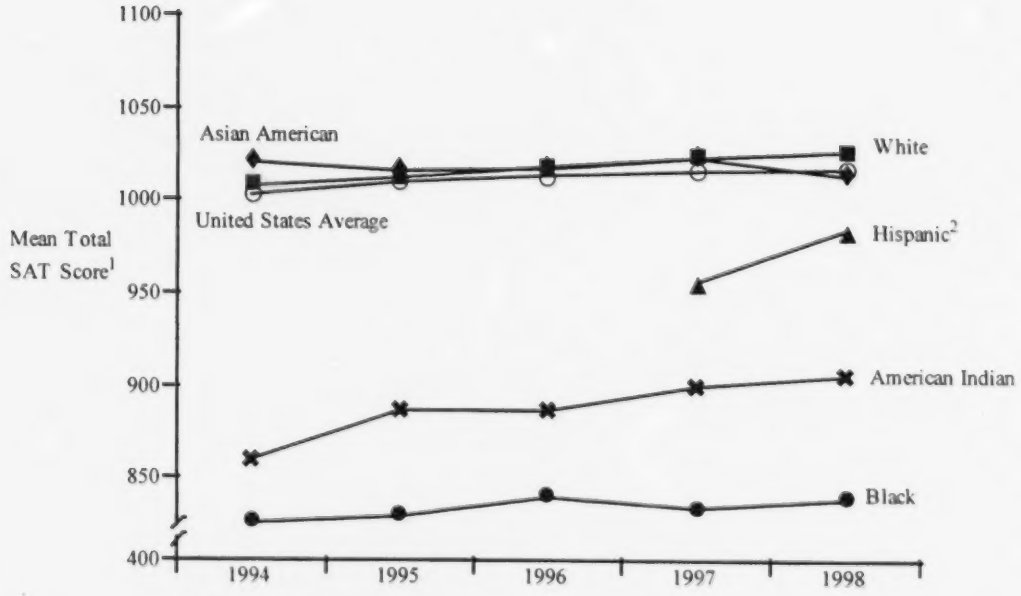
Race/Ethnicity

Whites and Asians in North Carolina schools and in the nation typically score higher than other ethnic/racial groups (see Figure 3). Of all the ethnic/racial groups represented in North Carolina, only Hispanic students' score higher than their national counterparts. North Carolina Hispanics' mean total SAT score was 984 compared to 916 for Hispanics nationally (a 68 point difference). Hispanics of all backgrounds (Mexican, Puerto Rican, or Latin American) in North Carolina had higher mean scores than their national counterparts. Hispanics, however, make up a very small proportion of the total SAT



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 2. Mean Total SAT Scores for the United States and North Carolina by Gender 1990 – 1998.



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
[2]Hispanic students were reported in the Other category prior to 1997.

Figure 3. Mean Total SAT Scores for North Carolina by Ethnicity 1990 – 1998.

test takers in North Carolina, representing only one percent compared to eight percent nationally.

All other ethnic groups, American Indians, Asian Americans, Blacks, and Whites in North Carolina trail their national counterparts in SAT performance. Of these groups, Blacks in North Carolina are the closest to their counterparts nationally (a difference of 23 points). In North Carolina the mean total SAT score for Blacks was 839, a five point increase over last year. This compares to Blacks nationally who increased three points to 860. Black students have demonstrated improved performance in North Carolina, while representing a much higher proportion of SAT test takers than in the nation (20% in North Carolina versus 11% nationally).

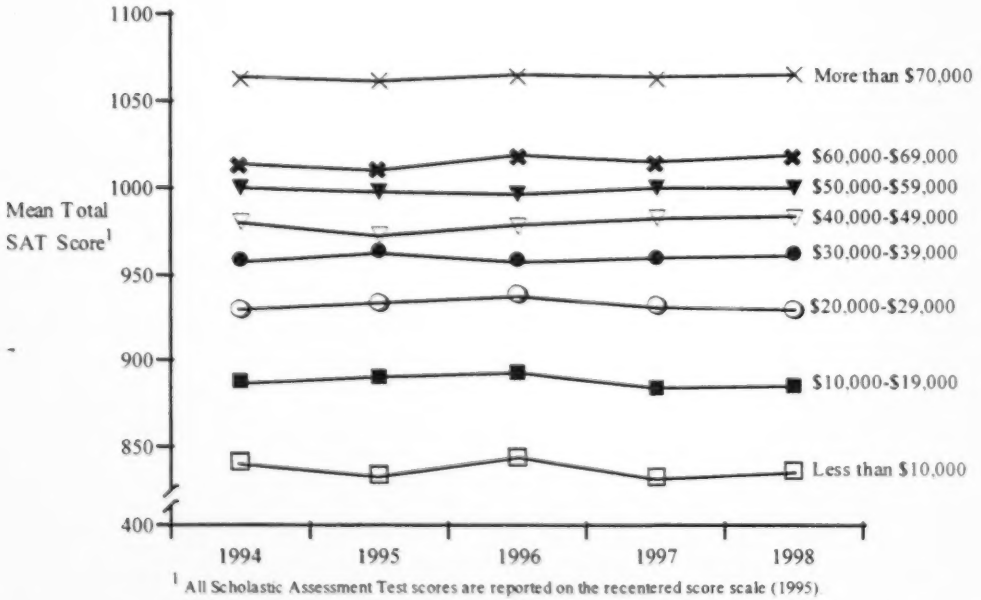
North Carolina's American Indian students, although improving performance, are the farthest behind their national counterparts (a difference of 57 points).

Family Income

In North Carolina, as in the nation, the higher the family income the higher the student's mean total SAT score (see Figure 4). There is very little change from year to year in the mean *within* each family income category. The relative difference in mean total SAT score *between* family income categories is also fairly stable from year to year.

Academic Preparation

The more academic credits students have in six subject areas (Arts and Music, English, Foreign and Classical Languages, Mathematics, Natural Sciences, Social Sciences and History), the higher their mean SAT scores (see Figure 5). Students in North Carolina are earning one-half additional academic credit on average



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 4. Mean Total SAT Scores for North Carolina by Family Income 1994 - 1998.

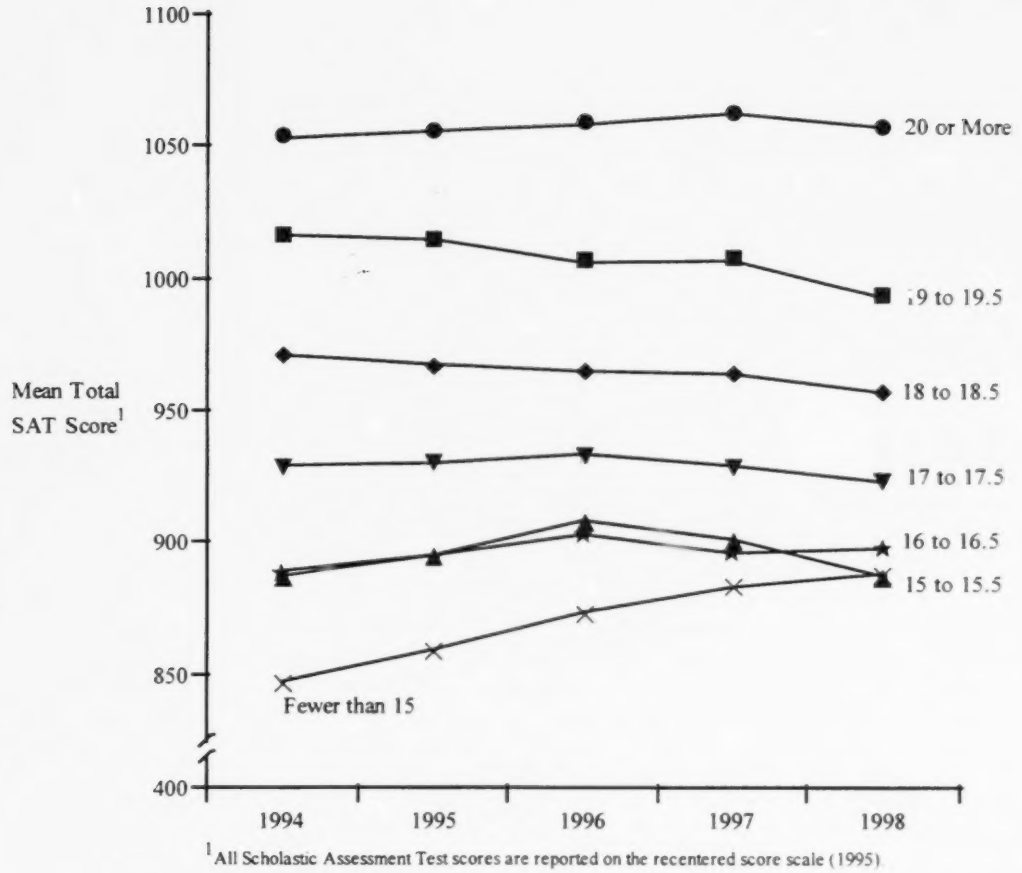
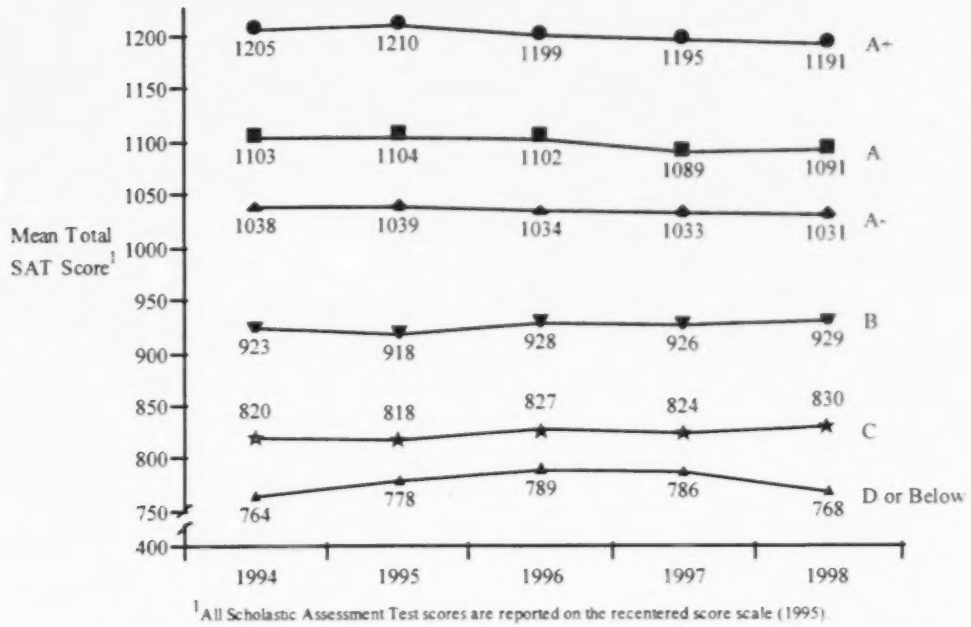


Figure 5. Mean Total SAT Scores for North Carolina by Total Credits in Six Academic Subjects 1994 – 1998.

compared to students in 1994. While the mean SAT scores of students in the nation in each range of earned academic credits have fluctuated over the last five years, the mean scores of North Carolina students in two of the higher levels of academic credits earned (18-18.5 and 19-19.5) have steadily decreased over the last five years (see Figure 5). This trend may be a result of a more diversely prepared group of students taking the SAT which is reflected in the percent of SAT test takers with 20 or more academic credits increasing from 39% in 1997 to 47% in 1998.

Typically, the higher a student's high school grade point average (GPA), the higher the student's mean total SAT score (see Figure 6). North Carolina students with a high school GPA of A-, A, or A+ are further behind their national counterparts than students with a B or C average. North Carolina students with a high school GPA of A-, A, or A+ trail their peers nationally by 65, 60, and 51 points respectively. Additionally, North Carolina students with a GPA of A-, A, or A+ represent 43 percent of students compared to 38 percent nationally. North Carolina students with a GPA of B are 41 points behind their peers nationally and represent 44 percent of students compared to 48 percent nationally. Students in North Carolina with a GPA of C are only

28 points behind their peers nationally and represent 13 percent of students in North Carolina and in the nation. Examining the information on student GPA and mean SAT scores, it appears that North Carolina teachers' standards for A's and B's are lower than their peers nationally, while their standards for C's is comparable to their peers nationally. A small decline in the mean SAT scores for students with a GPA of A-, A, or A+ and a small increase in the mean SAT scores of students with a GPA of C over the last five years (see Figure 6), further implies this discrepancy in standards.



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 6. Mean Total SAT Scores for North Carolina by High School GPA 1994 – 1998

There is a strong, positive relationship between the average performance of students on the North Carolina end-of-course tests in a high school and the mean total SAT score for that school (see Figure 7). The Pearson correlation between the performance composite and mean total SAT score by high school was 0.88 on a scale of –1.0 to +1.0. This relationship was determined by plotting a high school's performance composite against its mean total SAT score. The performance composite is the weighted average of the percent of students at or above level III on end-of-course tests (i.e., students mastering the course content). The performance composite is based on student performance on six end-of-course tests: Algebra I; Biology; Economic, Legal, and Political Systems (ELPS); English I; English II; and U.S. History.

North Carolina and the University of North Carolina System

The mean total SAT score of North Carolina students graduating in 1997 was 978, while the University of North Carolina system mean for first-year students was 1060 (1997 is the most

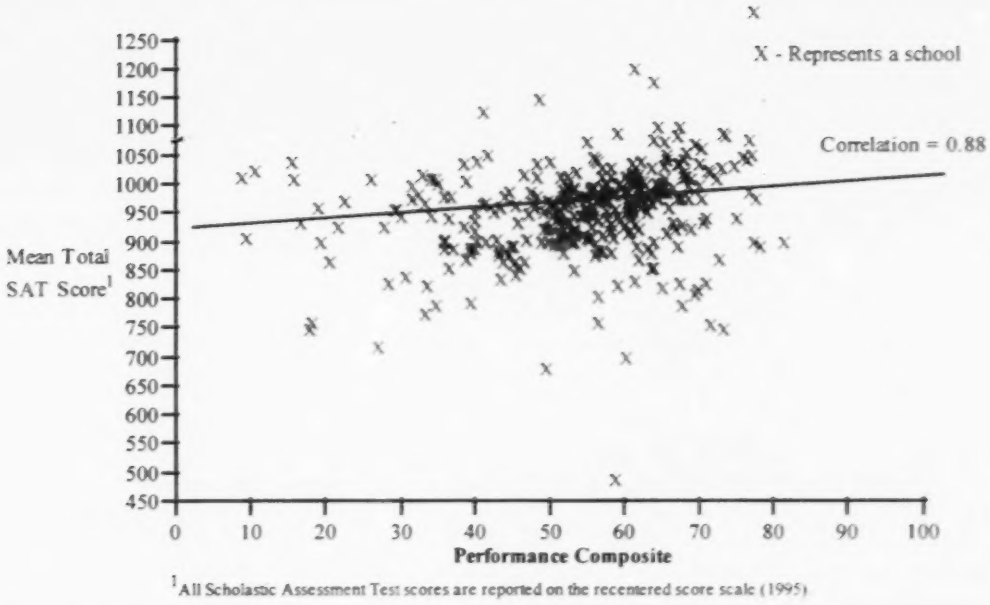
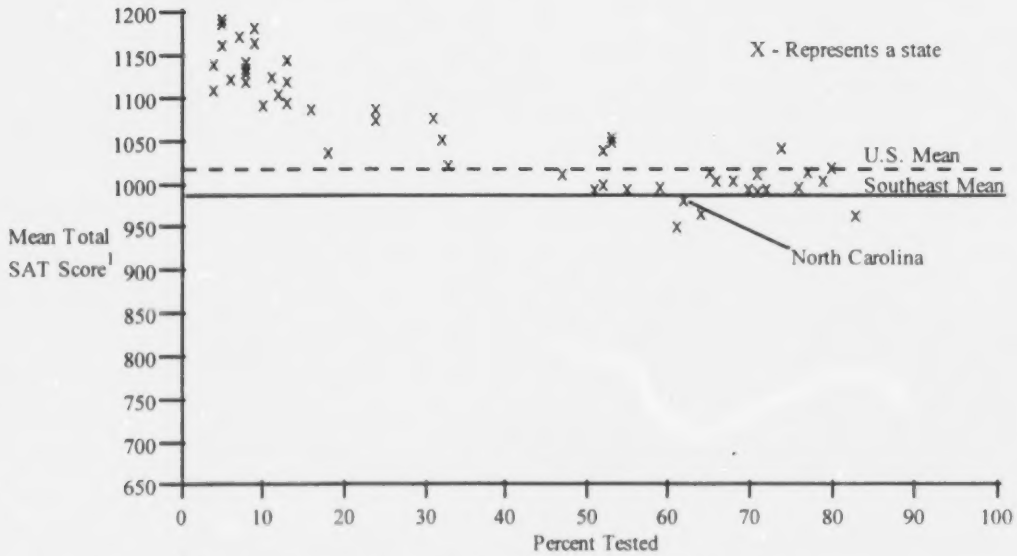


Figure 7. Mean Total SAT Score by Performance Composite for all Public High Schools in North Carolina 1998.

current year for which comparable data are available). The fact that students entering the University of North Carolina system have a higher mean total SAT score than students graduating high school is expected since many students who do not perform well on the SAT choose other post-secondary options including community college, and full-time employment. University of North Carolina institutions, however, serve a wide-variety of student abilities as evidenced by the institution averages which range from 825 to 1220 (The University of North Carolina, 1998).

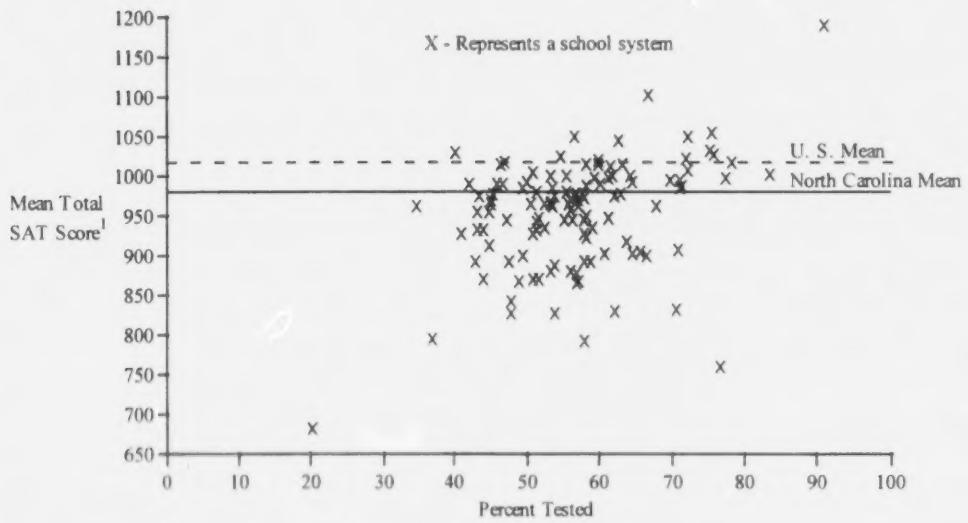
North Carolina School Systems and North Carolina Schools

Most people assume there is a negative association between the percent of students taking the SAT and the mean SAT score. This association is true when the percent of students taking the SAT and the mean total SAT scores for *states* are compared (see Figure 8). However, the opposite association occurs when the percent of students taking the SAT and the mean total SAT score for public school systems and public schools are correlated (see Figures 9 and 10). The Pearson correlation between the percent of students taking the SAT and the mean total SAT score is 0.39 for public school systems in North Carolina and similarly the correlation is 0.41 for North Carolina public schools. These results mean that schools and school systems in North Carolina cannot assume that their scores were better or worse *because* the percent of students taking the SAT changed. In fact, 51% of all schools and school systems in the nation had a change in their mean verbal or math SAT of plus or minus 10 points (The College Board, 1998). This fluctuation in mean SAT scores means that school systems and schools should take into account other factors such as course-taking patterns, content of the curriculum, and course standards when



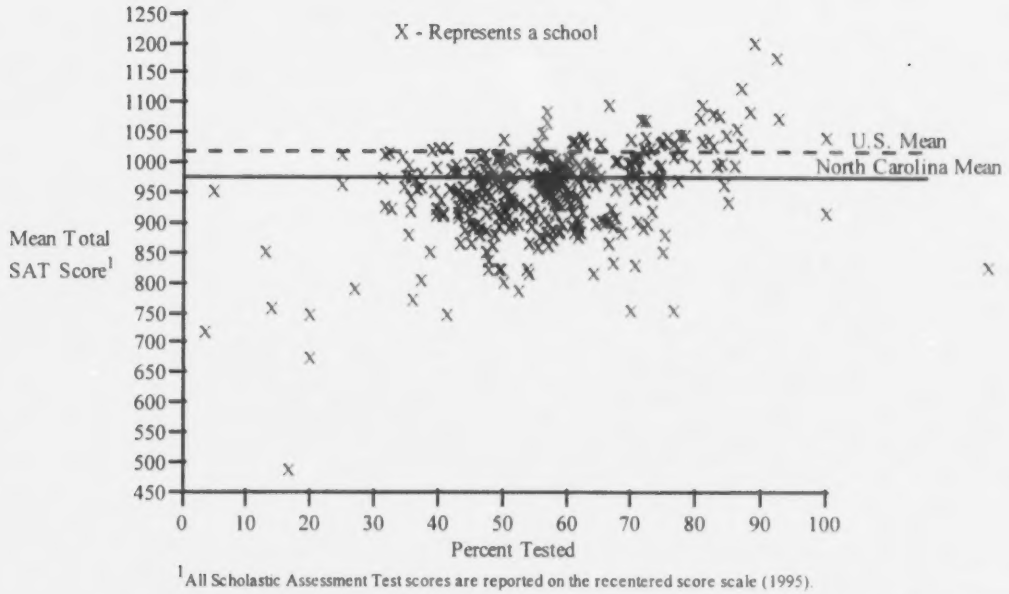
[1] All Scolastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 8. Mean Total SAT Score by Percent of Students Tested for all States 1998.



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 9. Mean Total SAT Score by Percent of Students Tested for all North Carolina Public School Systems 1998.



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 10. Total Mean SAT Score by Percent of Students Tested for all Public High Schools in North Carolina 1998.

attempting to explain changes in mean SAT scores.

Background on Recentering the SAT I Scores

The College Board recentered the score scale of the SAT I, re-establishing the original mean score of 500 on the 200-800 scale in order to maintain the SAT's statistical integrity and predictive validity. The scale had not been recalibrated since 1941 when it reflected the norm of some 10,000 students from predominantly private secondary schools who applied to the nation's most selective private colleges and universities. As mean scores shifted below 500, the score distribution became stretched in the upper half and compressed in the lower half.

Now that scores are recentered on the renormed SAT I, they reflect the more than two million students who take the test today. They also reflect a more diverse college-bound population than the group who took the SAT in 1941.

Although a student's score may change after recentering, the rank order of individual scores, expressed as percentiles, remains the same. What is more, a specific score on the verbal test now has the same relative position and meaning as the same score on the math test. For example, a 450 on verbal and math signifies comparable performance in both areas. Before recentering, a score of 450 represented above-average performance on verbal and below-average performance on math. While recentering permits legitimate comparisons of verbal and math scores and reduces earlier confusion, it has no effect on historical score trends, or on the difficulty level of the test and the relative standing of students to each other.

Sources of Data for the Report

The data in this report are from three primary sources: (1) *National Report 1998 College-Bound Seniors: A Profile of SAT Program Test Takers* and profiles from earlier years (The College Board); (2) *North Carolina Report 1998 College-Bound Seniors: A Profile of SAT Program Test Takers* and profiles from earlier years (The College Board); and (3) a data file of individual student scores for the state's 117 public school systems, charter schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics. The data file was prepared by Educational Testing Service in cooperation with The College Board. SAT scores are reported each year for students scheduled to graduate. Only the most recent scores of these students are reported, regardless of when they last took the test.

References

The University of North Carolina. (1998, April). *Statistical abstract of higher education in North Carolina, 1997-98* (Research Report 1-98). Chapel Hill, NC: Author.

The College Board. (1998, September). *College-bound students set records in racial and ethnic diversity, precollege credit, and grades, but College Board sees growing disparities among subgroups.* New York: Author.

Data Appendix
North Carolina and the Nation

Table 1. Mean (Average) SAT Scores for North Carolina and the United States 1972 – 1998

	National Mean			North Carolina Mean		
Year	**Verbal**	**Math**	**Total**	**Verbal**	**Math**	**Total**
1998	505	512	1017	490	492	982
1997	505	511	1016	490	488	978
1996	505	508	1013	490	486	976
1995	504	506	1010	488	482	970
1994	499	504	1003	482	482	964
1993	500	503	1003	483	481	964
1992	500	501	1001	482	479	961
1991	499	500	999	478	474	952
1990	500	501	1001	478	470	948
1989	504	502	1006	474	469	943
1988	505	501	1006	478	470	948
1987	507	501	1008	477	468	945
1986	509	500	1009	477	465	942
1985	509	500	1009	476	464	940
1984	504	497	1001	473	461	934
1983	503	494	997	472	460	932
1982	504	493	997	474	460	934
1981	502	492	994	469	456	925
1980	502	492	994	471	458	929
1979	505	493	998	471	455	926
1978	507	494	1001	468	453	921
1977	507	496	1003	472	454	926
1976	509	497	1006	474	452	926
1975	512	498	1010	477	457	934
1974	521	505	1026	488	466	954
1973	523	506	1029	487	468	955
1972	530	509	1039	489	467	956

Observations

- The 1998 mean total SAT for the nation increased by one point over 1997 to 1017, the highest it has been since 1974.
- The 1998 mean total SAT for North Carolina increased by four points over 1997 to 982, the highest it has been in 27 years.
- The verbal mean for the nation and for North Carolina has not changed for three years.

Notes:

- In this table, United States and North Carolina average scores include both public and non-public school students.
- In 1972, the College Board began reporting the most recent Scholastic Assessment Test scores of seniors, regardless of when the student last took the test in 1972. Data prior to 1972 are not comparable.
- All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
- For 1972-1986, the conversion table provided by Educational Testing Service was applied to the original North Carolina means to convert those means to the recentered scale.

Table 2. Frequency Distributions of 1998 North Carolina Public Schools Verbal and Mathematics SAT Scores

Verbal (Mean = 489)			Score	Mathematics (Mean = 492)		
Number	Percent	Percentile Rank		Number	Percent	Percentile Rank
87	0.2	99	**800**	72	0.2	99
25	0.1	99	**790**	26	0.1	99
42	0.1	99	**780**	48	0.1	99
47	0.1	99	**770**	34	0.1	99
70	0.2	99	**760**	56	0.2	99
80	0.2	99	**750**	45	0.1	99
71	0.2	99	**740**	90	0.3	99
81	0.2	99	**730**	109	0.3	99
131	0.4	98	**720**	170	0.5	98
190	0.5	98	**710**	179	0.5	98
216	0.6	97	**700**	212	0.6	97
217	0.6	97	**690**	247	0.7	97
306	0.9	96	**680**	288	0.8	96
285	0.8	95	**670**	328	0.9	95
351	1.0	94	**660**	416	1.2	94
325	0.9	93	**650**	438	1.2	93
498	1.4	92	**640**	434	1.2	92
505	1.4	91	**630**	860	2.4	90
685	1.9	89	**620**	623	1.8	88
771	2.2	87	**610**	556	1.6	86
560	1.6	85	**600**	754	2.1	84
827	2.3	83	**590**	1064	3.0	82
904	2.5	81	**580**	748	2.1	79
995	2.8	78	**570**	913	2.6	77
853	2.4	76	**560**	879	2.5	74
1006	2.8	73	**550**	1271	3.6	71
1272	3.6	70	**540**	1020	2.9	68
1215	3.4	66	**530**	979	2.8	65
1308	3.7	63	**520**	1448	4.1	62
1325	3.7	59	**510**	1063	3.0	58
1350	3.8	55	**500**	1278	3.6	55
1179	3.3	52	**490**	1474	4.2	51
1472	4.1	48	**480**	1197	3.4	47
1300	3.7	44	**470**	1543	4.3	43
1508	4.2	40	**460**	1268	3.6	39
1479	4.2	36	**450**	1170	3.3	36
981	2.8	32	**440**	1482	4.2	32
1428	4.0	29	**430**	1262	3.6	28
998	2.8	26	**420**	1059	3.0	25
1106	3.1	23	**410**	1093	3.1	22
874	2.5	20	**400**	887	2.5	19
1078	3.0	17	**390**	1140	3.2	17
688	1.9	15	**380**	904	2.5	14
737	2.1	13	**370**	748	2.1	11
790	2.2	10	**360**	655	1.8	9
499	1.4	9	**350**	468	1.3	8
385	1.1	7	**340**	481	1.4	6
461	1.3	6	**330**	310	0.9	5
401	1.1	5	**320**	283	0.8	4
304	0.9	4	**310**	364	1.0	4
218	0.6	3	**300**	208	0.6	3
188	0.5	3	**290**	228	0.6	2
165	0.5	2	**280**	88	0.3	2
166	0.5	2	**270**	112	0.3	1
77	0.2	1	**260**	108	0.3	1
98	0.3	1	**250**	93	0.3	1
85	0.2	1	**240**	50	0.1	1
36	0.1	1	**230**	53	0.2	1
32	0.1	1	**220**	21	0.1	1
41	0.1	1	**210**	43	0.1	1
154	0.4	1	**200**	86	0.2	1
35,526	**100.0**			**35,526**	**100.0**	

Note: Scholastic Assessment Test scores are reported on the recentered score scale (1995).

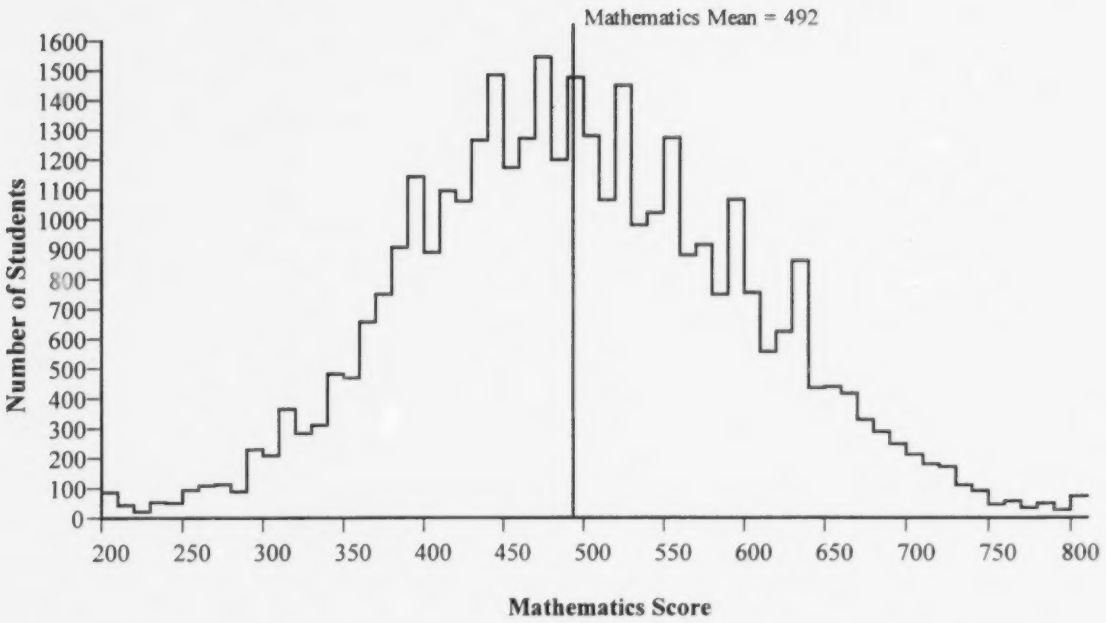


Figure 11. Distribution of North Carolina Public Schools Mathematics SAT Scores 1998

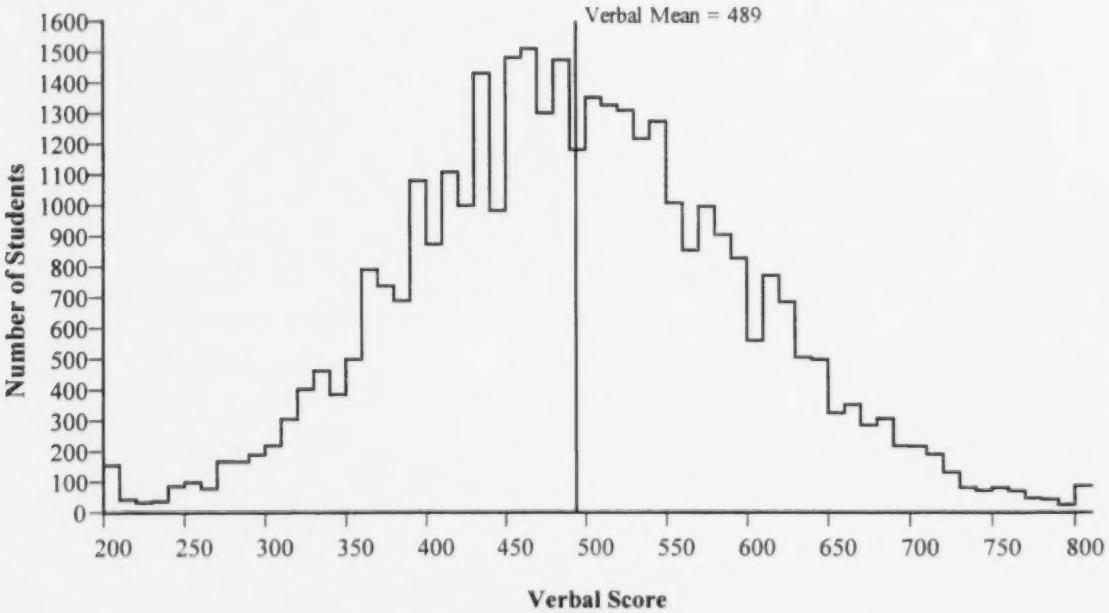


Figure 12. Distribution of North Carolina Public Schools Verbal SAT Scores 1998

Note: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Table 3. Mean Total SAT Score by Student Profile Characteristics 1997 – 1998

	United States		North Carolina			Difference from U. S.
	Mean	%	N	Mean	%	
All Students	1017	100	40,007	982	100	-35
Sex						
Male	1040	46	17,826	1002	45	-38
Female	998	54	22,181	967	55	-31
Race/Ethnicity						
American Indian	963	1	548	906	1	-57
Asian American	1060	9	1,074	1014	3	-46
Black	860	11	7,595	839	20	-21
Hispanic	916	8	553	984	1	68
White	1054	67	26,857	1026	72	-28
Other	1025	3	562	998	2	-27
No response			2,818			
Parent Education Level						
No high school diploma	852	4	801	841	2	-11
High school diploma	950	34	13,609	922	37	-28
Associate degree	980	8	4,387	948	12	-32
Bachelor's degree	1057	28	11,000	1016	30	-41
Graduate degree	1119	25	7,224	1095	20	-24
Family Income (in U.S. dollars)						
Less than 10,000	873	5	1,246	836	4	-37
10,000 - 20,000	914	9	3,212	885	9	-29
20,000 - 30,000	959	11	4,218	929	12	-30
30,000 - 40,000	992	13	5,060	961	15	-31
40,000 - 50,000	1015	11	4,207	983	12	-32
50,000 - 60,000	1032	11	4,262	1000	13	-32
60,000 - 70,000	1046	9	3,143	1018	9	-28
70,000 - 80,000	1059	8	2,532	1027	7	-32
80,000 - 100,000	1085	9	2,754	1060	8	-25
More than 100,000	1131	13	3,364	1100	10	-31
No response			6,009			
Total Credits in Six Academic Subjects						
20 or more	1096	50	14,684	1057	47	-39
19 to 19.5	1016	12	4,090	993	13	-23
18 to 18.5	982	11	3,728	957	12	-25
17 to 17.5	948	8	2,987	923	9	-25
16 to 16.5	926	6	1,999	898	6	-28
15 to 15.5	913	5	1,500	887	5	-26
Fewer than 15	890	8	2,541	888	8	-2
No response			8,478			
High School Grade Point Average						
A+ (97-100)	1242	7	3,523	1191	10	-51
A (93-96)	1151	15	6,680	1091	18	-60
A- (90-92)	1096	16	5,548	1031	15	-65
B (80-89)	970	48	16,304	929	44	-41
C (70-79)	858	13	4,825	830	13	-28
D or below	819	0	149	768	0	-51
No Response			2,978			
High School Class Rank						
Top Tenth	1197	21	6,729	1170	20	-27
Second Tenth	1073	22	7,282	1038	22	-35
Second Fifth	994	28	9,415	958	28	-36
Third Fifth	907	24	8,512	874	25	-33
Fourth Fifth	848	4	1,476	813	4	-35
Lowest Fifth	811	1	302	774	1	-37
No Response			6,291			

Notes: • All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

• In this table, United States and North Carolina average scores include both public and non-public school students.

Table 4. United States and North Carolina Mean Total SAT Scores by Student Profile Characteristics 1995 – 1998

	1995			1996			1997			1998		
	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.
All Students	1010	970	-40	1013	976	-37	1016	978	-38	1017	981	-36
Sex												
Male	1034	988	-46	1034	994	-40	1037	996	-41	1040	1002	-38
Female	997	956	-41	995	961	-34	997	963	-34	998	967	-31
Race/Ethnicity												
American Indian	960	887	-73	960	887	-73	950	900	-50	963	906	-57
Asian American	1052	1016	-36	1054	1017	-37	1056	1023	-33	1060	1014	-46
Black	854	830	-24	856	840	-16	857	834	-23	860	839	-21
Hispanic[3]	*	*	*	*	*	*	917	956	39	916	984	68
White	1048	1012	-36	1049	1018	-31	1052	1023	-29	1054	1026	-28
Other	946	978	32	945	983	38	1026	1013	-13	1025	998	-27
Parent Education Level												
No high school diploma	852	837	-15	853	844	-9	853	832	-21	852	841	-11
High school diploma	952	913	-39	949	920	-29	950	919	-31	950	922	-28
Associate degree	978	936	-42	976	939	-37	977	940	-37	980	948	-32
Bachelor's degree	1054	1014	-40	1054	1015	-39	1054	1016	-38	1057	1016	-41
Graduate degree	1115	1082	-33	1114	1086	-28	1116	1088	-28	1119	1095	-24
Family Income (in U.S. dollars)												
Less than 10,000	879	833	-46	873	844	-29	873	832	-41	873	836	-37
10,000-19,999	923	890	-33	920	893	-27	918	884	-34	914	885	-29
20,000-29,999	969	933	-36	964	937	-27	962	931	-31	959	929	-30
30,000-39,999	995	962	-33	992	957	-35	993	959	-34	992	961	-31
40,000-49,999	1018	972	-46	1016	978	-38	1015	982	-33	1015	983	-32
50,000-59,999	1037	997	-40	1034	996	-38	1033	1000	-33	1032	1000	-32
60,000-69,999	1051	1010	-41	1049	1018	-31	1048	1014	-34	1046	1018	-28
More than 70,000	1099	1061	-38	1098	1064	-34	1098	1063	-35			
70,000-80,000	} Additional categories beginning in 1998									1059	1027	-32
80,000-100,000										1085	1060	-25
More than 100,000										1131	1100	-31
Total Credits in Six Subjects												
20 or more	1101	1055	-46	1101	1058	-43	1101	1062	-39	1096	1057	-39
19 or 19.5	1042	1014	-28	1041	1006	-35	1037	1007	-30	1016	993	-23
18 or 18.5	1004	967	-37	1001	965	-36	999	964	-35	982	957	-25
17 or 17.5	964	930	-34	959	933	-26	961	929	-32	948	923	-25
16 or 16.5	933	895	-38	933	903	-30	936	896	-40	926	898	-28
15 or 15.5	918	895	-23	919	908	-11	921	901	-20	913	887	-26
Fewer than 15	870	859	-11	872	873	1	883	883	0	890	888	-2
High School Grade Point Average												
A+ (97-100)	1253	1210	-43	1249	1199	-50	1243	1195	-48	1242	1191	-51
A (93-96)	1160	1104	-56	1156	1102	-54	1153	1089	-64	1151	1091	-60
A- (90-92)	1102	1039	-63	1099	1034	-65	1095	1033	-62	1096	1031	-65
B (80-89)	973	918	-55	971	928	-43	971	926	-45	970	929	-41
C (70-79)	854	818	-36	858	827	-31	860	824	-36	858	830	-28
D or below (<70)	818	778	-40	822	789	-33	820	786	-34	819	768	-51
High School Rank												
Top Tenth	1196	1156	-40	1197	1162	-35	1195	1162	-33	1197	1170	-27
Second Tenth	1069	1026	-43	1069	1030	-39	1070	1032	-38	1073	1038	-35
Second Fifth	989	942	-47	990	953	-37	992	955	-37	994	958	-36
Third Fifth	899	853	-46	903	869	-34	906	869	-37	907	874	-33
Fourth Fifth	837	782	-55	847	806	-41	848	807	-41	848	813	-35
Lowest Fifth	802	753	-49	812	790	-22	815	766	-49	811	774	-37

Notes: 1. All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

2. A conversion table provided by Educational Testing Service was applied to the national and state subgroup means to convert the original means to the recentered scale as described in the Introduction.

3. Hispanic students were reported in the Other category prior to 1997 for United States and North Carolina (denoted by *).

Data Appendix

Performance of the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics

Table 5. Mean SAT Scores for North Carolina Public Schools 1998

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,172,779	43.0	512	505	1017
North Carolina Total	40,007	62.0	492	490	982
Alamance County	578	64.9	484	474	958
Alexander County	112	43.2	478	476	954
Alleghany County	41	43.2	464	466	930
Anson County	109	47.8	428	414	842
Ashe County	115	55.3	499	500	999
Avery County	63	47.0	516	500	1016
Beaufort County	206	53.4	497	486	983
Bertie County	102	47.7	415	410	825
Bladen County	138	53.9	439	446	885
Brunswick County	178	40.8	459	468	927
Buncombe County	774	56.6	525	522	1047
Asheville	166	83.4	489	511	1000
Burke County	290	45.8	495	492	987
Cabarrus County	511	59.7	508	505	1013
Kannapolis	83	58.9	469	464	933
Caldwell County	269	45.0	485	483	968
Camden County	36	57.1	479	482	961
Carteret County	295	64.1	497	502	999
Caswell County	109	55.9	435	444	879
Catawba County	435	53.1	515	484	999
Hickory	146	75.3	523	508	1031
Newton-Conover	80	55.9	481	475	956
Chatham County	159	56.4	480	493	973
Cherokee County	108	49.5	496	486	982
Chowan County	69	58.0	487	483	970
Clay County	53	60.2	499	489	988
Cleveland County	206	53.1	491	474	965
Kings Mountain District	90	52.3	468	466	934
Shelby	107	67.7	479	481	960
Columbus County	205	51.5	433	436	869
Whiteville	97	70.8	450	456	906
Craven County	415	61.2	493	503	996
Cumberland County	1168	51.7	466	479	945
Currituck County	59	50.0	498	493	991
Dare County	145	72.1	506	499	1005
Davidson County	505	57.7	487	488	975
Lexington	75	58.1	462	459	921
Thomasville	63	65.6	451	453	904
Davie County	158	59.2	499	497	996

Notes:
- Data were not reported where number tested were fewer than five.
- All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
- Percent tested is calculated as the number of students taking the SAT in the LEA divided by the eighth month, twelfth grade membership in the LEA.

Table 5 (continued). Mean SAT Scores for North Carolina Public Schools 1998

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,172,779	43.0	512	505	1017
NC State Total	40,007	62.0	492	490	982
Duplin County	246	60.7	447	455	902
Durham County	957	77.3	499	496	995
Edgecombe County	167	47.4	445	445	890
Forsyth County	1500	71.2	500	494	994
Franklin County	135	44.9	479	485	964
Gaston County	789	55.7	480	483	963
Gates County	56	57.1	423	442	865
Graham County	40	64.5	450	451	901
Granville County	151	43.4	489	485	974
Greene County	78	49.4	459	440	899
Greensboro Math and Science Ctr	11	NA	514	445	959
Guilford County	2155	71.5	495	491	986
Halifax County	115	36.7	399	394	793
Roanoke Rapids	116	62.0	493	479	972
Weldon	36	76.6	375	384	759
Harnett County	278	41.9	492	495	987
Haywood County	196	58.2	508	505	1013
Henderson County	372	59.8	510	509	1019
Hertford County	113	53.8	416	411	827
Hoke County	119	43.8	430	438	868
Hyde County	30	63.8	448	468	916
Iredell County	334	46.6	495	493	988
Mooresville	120	62.5	532	510	1042
Jackson County	156	75.7	515	510	1025
Johnston County	435	50.6	481	482	963
Jones County	40	58.8	452	439	891
Lee County	206	53.8	488	486	974
Lenoir County	248	55.1	478	466	944
Lincoln County	246	50.5	478	485	963
Macon County	152	72.0	508	512	1020
Madison County	64	40.0	504	523	1027
Martin County	161	53.3	441	438	879
Math & Science Educ. Network	1	NA	*	*	*
McDowell County	136	46.3	501	511	1012
Mecklenburg County	3058	69.6	501	493	994
Mitchell County	65	56.0	472	495	967
Montgomery County	111	43.9	467	464	931
Moore County	290	53.5	482	479	961
Nash County	454	51.4	466	465	931
NC School of Science and Math	229	NA	682	664	1346
NC School of the Arts	96	NA	536	581	1117
New Hanover County	741	61.6	503	508	1011

Notes: * Data were not reported where number tested were fewer than five.
- All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
- Percent tested is calculated as the number of students taking the SAT in the LEA divided by the eighth month, twelfth grade membership in the LEA.

Table 5 (continued). Mean SAT Scores for North Carolina Public Schools 1998

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,172,779	43.0	512	505	1017
NC State Total	40,007	62.0	492	490	982
Northampton County	102	58.0	398	392	790
Onslow County	529	55.3	493	484	977
Orange County	186	61.8	496	501	997
Chapel Hill	394	90.8	598	590	1188
School in the Community	2	66.7	*	*	*
Pamlico County	60	51.3	483	457	940
Pasquotank County	179	66.3	448	450	898
Pender County	155	50.8	464	463	927
Perquimans County	47	44.8	450	462	912
Person County	152	58.0	477	465	942
Pitt County	543	56.9	495	481	976
Polk County	54	54.5	516	506	1022
Randolph County	319	45.2	493	482	975
Asheboro	130	71.0	492	490	982
Richmond County	180	42.9	447	443	890
Robeson County	500	48.9	433	433	866
Rockingham County	398	61.1	475	470	945
Rowan County	520	51.4	491	488	979
Rutherford County	256	47.1	470	472	942
Sampson County	208	50.7	431	438	869
Clinton	115	70.6	417	415	832
Scotland County	219	56.9	442	434	876
Stanly County	323	58.2	481	467	948
Stokes County	159	53.2	474	489	963
Surry County	191	56.3	471	473	944
Elkin	57	78.1	512	503	1015
Mount Airy	64	64.6	510	480	990
Swain County	48	57.1	468	499	967
Transylvania County	138	63.0	502	512	1014
Tyrrell County	28	58.3	504	481	985
Union County	607	62.8	487	488	975
Vance County	166	56.7	430	433	863
Wake County	3377	75.6	531	521	1052
Bonner Academy	2	20.0	*	*	*
Warren County	96	57.8	441	450	891
Washington County	104	61.9	423	406	829
Watauga County	204	72.1	514	533	1047
Wayne County	470	44.8	475	479	954
Wilkes County	232	50.9	502	502	1004
Wilson County	299	52.4	488	475	963
Yadkin County	148	57.8	462	463	925
Yancey County	44	34.6	484	477	961

Notes: * Data were not reported where number tested were fewer than five.
- All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
- Percent tested is calculated as the number of students taking the SAT in the LEA divided by the eighth month, twelfth grade membership in the LEA.

Table 6. Distribution of North Carolina 1998 Public School System by Mean Total SAT Scores

North Carolina Mean		School System
	1350	N.C. School of Science and Mathematics
	...	
	1190	Chapel Hill
	1180	
	1170	
	1160	
	1150	
	1140	
	1130	
	1120	N.C. School of the Arts
	1110	
	1100	
	1090	
	1080	
	1070	
	1060	Wake
	1050	Buncombe, Mooresville, Watauga
	1040	Hickory
	1030	Jackson, Madison, Polk
	1020	Avery, Cabarrus, Elkin, Haywood, Henderson, Macon, McDowell, New Hanover, Transylvania
	1010	Dare, Wilkes
	1000	Ashe, Asheville, Carteret, Catawba, Craven, Currituck, Davie, Durham, Forsyth, Mecklenburg, Orange
1998 North Carolina	990	Asheboro, Beaufort, Burke, Cherokee, Clay, Guilford, Harnett, Iredell-Statesville, Mount Airy, Tyrrell
982	980	Chatham, Davidson, Granville, Lee, Onslow, Pitt, Randolph, Roanoke Rapids, Rowan-Salisbury, Union
	970	Caldwell, Camden, Cleveland, Edenton-Chowan, Franklin, Gaston, Johnston, Lincoln, Mitchell, Moore, Stokes, Swain, Wilson, Yancey
	960	Alamance, Alexander, Greensboro Math and Science Center, Newton-Conover, Shelby, Wayne
	950	Cumberland, Lenoir, Person, Rockingham, Rutherford, Stanly, Surry
	940	Kannapolis, Kings Mountain, Montgomery, Nash-Rocky Mount, Pamlico
	930	Alleghany, Brunswick, Lexington, Pender, Yadkin
	920	Hyde, Perquimans
	910	Duplin, Graham, Thomasville, Whiteville
	900	Greene, Jones, Pasquotank, Warren
	890	Bladen, Edgecombe, Richmond
	880	Caswell, Martin, Scotland
	870	Columbus, Gates, Hoke, Robeson, Sampson, Vance
	860	
	850	Anson
	840	Clinton
	830	Bertie, Hertford, Washington
	820	
	810	
	800	Halifax
	790	Northampton
	780	
	770	
	760	Weldon
	750	
	740	
	730	
	720	
	710	
	700	

Notes: • All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

• Data were not reported for Bonner Academy, School in the Community, and Math and Science Education Network because the number tested was less than five.

Data Appendix

Performance of the Fifty States

Table 7. Mean Verbal, Mathematics, and Total SAT Scores by State 1998

State	Percent Tested*	Mean		
		Verbal	Mathematics	Total
Alabama	8	562	558	1120
Alaska	52	521	520	1041
Arizona	32	525	528	1053
Arkansas	6	568	555	1123
California	47	497	516	1013
Colorado	31	537	542	1079
Connecticut	80	510	509	1019
Delaware	70	501	493	994
District of Columbia	83	488	476	964
Florida	52	500	501	1001
Georgia	64	486	482	968
Hawaii	55	483	513	996
Idaho	16	545	544	1089
Illinois	13	564	581	1145
Indiana	59	497	500	997
Iowa	5	593	601	1194
Kansas	9	582	585	1167
Kentucky	13	547	550	1097
Louisiana	8	562	558	1120
Maine	68	504	501	1005
Maryland	65	506	508	1014
Massachusetts	77	508	508	1016
Michigan	11	558	569	1127
Minnesota	9	585	598	1183
Mississippi	4	562	549	1111
Missouri	8	570	573	1143
Montana	24	543	546	1089
Nebraska	8	565	571	1136
Nevada	33	510	513	1023
New Hampshire	74	523	520	1043
New Jersey	79	497	508	1005
New Mexico	12	554	551	1105
New York	76	495	503	998
North Carolina	62	490	492	982
North Dakota	5	590	599	1189
Ohio	24	536	540	1076
Oklahoma	8	568	564	1132
Oregon	53	528	528	1056
Pennsylvania	71	497	495	992
Rhode Island	72	501	495	996
South Carolina	61	478	473	951
South Dakota	5	584	581	1165
Tennessee	13	564	557	1121
Texas	51	494	501	995
Utah	4	572	570	1142
Vermont	71	508	504	1012
Virginia	66	507	499	1006
Washington	53	524	526	1050
West Virginia	18	525	513	1038
Wisconsin	7	581	594	1175
Wyoming	10	548	546	1094
United States	**43**	**505**	**512**	**1017**

Notes: * Percent tested is from The College Board reports. The College Board based percent tested on the projection of high school graduates in 1998 by the Western Interstate Commission on Higher Education, and number of students in the Class of 1998 who took the SAT I: Reasoning Test. Updated projections make it inappropriate to compare percentages for this year with those of previous years.

- Scholastic Assessment Test scores are reported on the recentered score scale (1995).
- In this table, United States and North Carolina average scores include both public and private school students.

Table 8. Mean Total SAT Scores by State 1991 – 1998

State	Mean Total SAT Scores							
	1991	1992	1993	1994	1995	1996	1997	1998
Alabama	1085	1090	1099	1103	1120	1123	1116	1120
Alaska	1020	1010	1016	1012	1034	1034	1037	1041
Arizona	1033	1033	1040	1038	1044	1046	1045	1053
Arkansas	1099	1085	1092	1089	1098	1116	1125	1123
California	998	1000	999	995	1001	1006	1010	1013
Colorado	1056	1057	1060	1066	1076	1074	1075	1079
Connecticut	999	1002	1004	999	1009	1011	1016	1019
Delaware	996	1000	997	996	999	1003	1003	994
District of Columbia	940	941	945	947	956	962	965	964
Florida	985	987	985	982	993	994	998	1001
Georgia	950	948	949	948	960	961	967	968
Hawaii	984	979	979	981	990	995	995	996
Idaho	1066	1063	1069	1066	1076	1079	1083	1089
Illinois	1099	1104	1108	1115	1137	1139	1140	1145
Indiana	970	973	974	981	986	988	991	997
Iowa	1178	1180	1188	1166	1184	1190	1190	1194
Kansas	1129	1124	1132	1133	1147	1150	1153	1167
Kentucky	1088	1083	1093	1092	1094	1093	1094	1097
Louisiana	1089	1087	1102	1105	1112	1109	1113	1120
Maine	984	988	989	987	1001	1002	1111	1005
Maryland	1006	1008	1010	1008	1009	1011	1014	1014
Massachusetts	997	1002	1003	1002	1007	1011	1012	1016
Michigan	1074	1082	1090	1101	1124	1122	1123	1127
Minnesota	1115	1142	1134	1145	1171	1175	1174	1183
Mississippi	1090	1097	1095	1105	1129	1126	1118	1111
Missouri	1096	1097	1106	1114	1135	1139	1135	1143
Montana	1079	1083	1072	1082	1102	1093	1093	1089
Nebraska	1116	1110	1114	1116	1138	1135	1126	1136
Nevada	1020	1023	1021	1014	1019	1015	1017	1023
New Hampshire	1023	1025	1029	1025	1035	1034	1039	1043
New Jersey	988	994	992	994	999	1003	1005	1005
New Mexico	1091	1091	1097	1096	1108	1102	1099	1105
New York	983	985	988	989	993	996	997	998
North Carolina	952	961	964	964	970	976	978	982
North Dakota	1159	1156	1184	1143	1189	1195	1183	1189
Ohio	1045	1050	1057	1064	1071	1071	1071	1076
Oklahoma	1093	1102	1105	1111	1118	1123	1128	1132
Oregon	1023	1026	1033	1028	1047	1044	1049	1056
Pennsylvania	982	982	982	983	985	990	993	992
Rhode Island	984	985	986	984	992	992	992	996
South Carolina	940	938	945	946	951	954	953	951
South Dakota	1137	1130	1148	1121	1155	1140	1144	1165
Tennessee	1107	1107	1110	1115	1131	1115	1120	1121
Texas	979	980	988	989	996	995	995	995
Utah	1122	1132	1138	1155	1161	1158	1146	1142
Vermont	995	1001	996	1002	1005	1006	1010	1012
Virginia	994	995	997	996	998	1003	1003	1006
Washington	1015	1018	1021	1023	1036	1038	1046	1050
West Virginia	1028	1027	1026	1023	1034	1032	1032	1038
Wisconsin	1114	1120	1126	1134	1159	1163	1169	1175
Wyoming	1077	1076	1067	1076	1095	1088	1086	1094

Notes: • Scholastic Assessment Test scores are reported on the recentered score scale (1995).
• In this table, United States and North Carolina average scores include both public and private school students.

Table 9. Change in Mean Total SAT Score from 1991 to 1998 by State

State	1998 Total	Change from 1991 to 1992	1992 to 1993	1993 to 1994	1994 to 1995	1995 to 1996	1996 to 1997	1997 to 1998	1991 to 1998
Alabama	1120	5	9	4	17	3	-7	4	35
Alaska	1041	-10	6	-4	22	0	3	4	21
Arizona	1053	0	7	-2	6	2	-1	8	20
Arkansas	1123	-14	7	-3	9	18	9	-2	24
California	1013	2	-1	-4	6	5	4	3	15
Colorado	1079	1	3	6	10	-2	1	4	23
Connecticut	1019	3	2	-5	10	2	5	3	20
Delaware	994	4	-3	-1	3	4	0	-9	-2
District of Columbia	964	1	4	2	9	6	3	-1	24
Florida	1001	2	-2	-3	11	1	4	3	16
Georgia	968	-2	1	-1	12	1	6	1	18
Hawaii	996	-5	0	2	9	5	0	1	12
Idaho	1089	-3	6	-3	10	3	4	6	23
Illinois	1145	5	4	7	22	2	1	5	46
Indiana	997	3	1	7	5	2	3	6	27
Iowa	1194	2	8	-22	18	6	0	4	16
Kansas	1167	-5	8	1	14	3	3	14	38
Kentucky	1097	-5	10	-1	2	1	1	3	9
Louisiana	1120	-2	15	3	7	-3	4	7	31
Maine	1005	4	1	-2	14	1	109	-106	21
Maryland	1014	2	2	-2	1	2	3	0	8
Massachusetts	1016	5	1	-1	5	4	1	4	19
Michigan	1127	8	8	11	23	-2	1	4	53
Minnesota	1183	27	-8	11	26	4	-1	9	68
Mississippi	1111	7	-2	-10	24	-3	-8	-7	21
Missouri	1143	1	9	8	21	4	-4	8	47
Montana	1089	4	-11	10	20	-9	0	-4	10
Nebraska	1136	-6	4	2	22	-3	-9	10	20
Nevada	1023	3	-2	-7	5	-4	2	6	3
New Hampshire	1043	2	4	-4	10	1	5	4	20
New Jersey	1005	6	-2	2	5	4	2	0	17
New Mexico	1105	0	6	-1	12	-6	-3	6	14
New York	998	2	3	1	4	3	1	1	15
North Carolina	982	9	3	0	6	6	2	4	30
North Dakota	1189	-3	28	-41	46	6	-12	6	30
Ohio	1076	5	7	7	7	0	0	5	31
Oklahoma	1132	9	3	6	7	5	5	4	39
Oregon	1056	3	7	-5	19	-3	5	7	33
Pennsylvania	992	0	0	1	2	-5	3	-1	10
Rhode Island	996	1	1	-2	8	0	0	4	12
South Carolina	951	-2	7	1	5	3	-1	-2	11
South Dakota	1165	-7	18	-27	34	-15	4	21	28
Tennessee	1121	0	3	5	16	-16	5	1	14
Texas	995	1	8	1	7	-1	0	0	16
Utah	1142	10	6	17	6	-3	-12	-4	20
Vermont	1012	6	-5	6	3	1	4	2	17
Virginia	1006	1	2	-1	2	5	0	3	12
Washington	1050	3	3	2	13	2	8	4	35
West Virginia	1038	-1	-1	-3	11	-2	0	6	10
Wisconsin	1175	6	6	8	25	4	6	6	61
Wyoming	1094	-1	-9	9	19	-7	-2	8	17

Notes: • Scholastic Assessment Test scores are reported on the recentered score scale (1995).
• In this table, United States and North Carolina average scores include both public and non-public school students.